语言课堂中的听力教学

Teaching Listening
in the Language Classroom

● Christine C. M. Goh 著

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寇学敏 注

RELC PORTFOLIO SERIES

Series Editors: Willy A. Renandya & Jack C. Richards

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丛书总序

自上个世纪 80 年代以来，我国的教育经历了数次重大的变革，就中小学英语教育而言，三次重大的课程改革推动着英语教育的发展，教学质量迅速提高。在这些改革的浪潮中，首当其冲的是一线教师。他们必须提高专业基础，掌握先进理论，更新教育观念，优化教学方法。

实践证明，高素质的教师队伍不仅来自于各个层次的教师职前培训和职前教育，更来自于教师终身的职业专业化发展过程。在这个发展过程中，教师首先要忠于教育事业，关爱学生，以立德树人为本，努力做到"学为人师，行为世范"。同时，为了在教学中能够帮助学生学会具有积极的学习态度和学习方法，教师自身不仅要有精湛的英语专业知识和能力，还要有教育学科方面的知识和教学行动研究的能力。更为重要的是，教师的教育教学观念和业务水平必须与时俱进。

由此可知，中小学英语教师的职业综合性很强，创造性要求很高，而且要在不断的变革中承受很大的压力。然而，教师的工作辛苦，在身心负荷很重的情况下，要把英语教育与自己的理想联系起来，当作自己终身奋斗的事业，而不仅仅是一种谋生的手段，这的确不易。令人欣喜的是，过去 30 年，在改革的潮流中涌现出了一批又一批高素质的英语教师和教研人员，他们成了骨干、带头人。他们忠于本职，潜心钻研，学习理论，勇于实践，积累经验，获得了成绩，成为研究型的英语教师。他们真正具有了可持续性发展的能力，展现了"教师发展"的美好人生，为我们树立了榜样。

《中小学英语教师发展丛书》的出版目的就是为了帮助更多的中小学英语教师成为上述那样的高素质教师、研究者和课程与教材的开发者。全套丛书共有 12 个选题，涉及英语教育的五个研究课题：教学技能、教学方法、教学资源开发、教学评价和教学研究等。

这 12 本小册子不同于许多深奥难懂的理论丛书，其特

点是：

一、理论阐述深入浅出，文章短小精悍，所用的英语语言文字通俗易懂，又有旁注，不同水平的英语教师都能轻松地看懂。读者既能从中汲取外语／二语教育和教学的理论，而且可以从中学到英语，提高自己的英语水平。数十页一本的小书用不了多时就能读完，这可以使读者产生成功感，激发他们持续不断阅读的兴趣。

二、丛书的作者都长期从事英语教育和教学工作，具有丰富的英语作为外语或二语的教学理论和实践经验。每册书围绕一个专题，理论紧密联系实际，既有理论依据，又有方法和案例，因此对实际教学有很强的针对性。例如有关词汇、语音、阅读和听力教学技能的介绍，教师读后便可实践，可取得立竿见影的效果。

三、这套丛书以教师的发展为出发点和归宿，特别注意采用启发式和互动式的方法呈现新的语言学理论观点，而不是生硬地灌输某些观点。每个专题的讨论几乎都由提问的形式开始，设置不同形式的任务，引导教师在完成任务的过程中预测并思考作者的观点。这样一来，教师必然要参与专题的讨论，动脑思考、动手实践、"读""练"结合，把理论与实践联系起来。作为读者的教师，此时已不是"客体"，被动地接受书中的观点，而是"主体"，可以分析、实验、验证、批判，甚至可以补充或发表不同的见解。充分利用这套书的长处，教师可以取得较大的收获。

我希望，越来越多的英语教师能够克服困难，挤时间充分利用此类书籍，研读理论，联系实际，思考问题，立题研究，提升自己。要知道，教师的魅力来源于勤奋而又有创造性的工作，来源于广泛的阅读和深入的思考。只有这样，才能成为高素质、高水平的英语教师，提高教学质量，进行教学研究。我也希望，出版界的同行们努力为中小学教师开拓更多的选题，把理论书籍编得通俗易懂，使其真正成为教师们的"益友"，让教师感到它们亲切友好，容易接受，好懂、适用。

刘道义
2007 年 9 月于北京

Series Editors' Preface

The RELC Portfolio Series consists of short practical resource booklets for ESL/EFL teachers. Booklets in the series have the following characteristics:

- They are practical and techniques-oriented.
- They are written in an accessible, non-academic style.
- They focus on both principles and procedures.

Titles in the series provide teachers with practical ways of applying new ideas in their own teaching. In addition, they could be used as the basis for workshops and in-service courses and can also be combined in different ways according to needs.

Christine Goh's *Teaching Listening in the Language Classroom* discusses both principles and techniques for teaching listening. It provides practical and useful tips for planning, implementing and evaluating lessons on listening comprehension. In addition, teachers will find a lot of useful ideas on selecting and adapting materials for teaching listening in various contexts. The booklet is hence a valuable resource for teachers, teacher trainers and other language professionals who wish to develop a better understanding of the principles and techniques for teaching listening.

We are grateful to the contributors to the RELC Portfolios Series for sharing their expertise with other teachers and teachers in training. Their willingness to do so without compensation has made it possible to publish these booklets at a price that is affordable to language teachers in the SEAMEO countries.

Willy A. Renandya
Jack C. Richards

内容简介

近年来听力理解作为一种语言技能越来越受到重视。其主要原因来自两方面：理论方面和实践方面。在理论方面，听力是语言输入的重要手段，来自实证研究的理论都强调听力理解在语言习得的早期阶段非常重要。在实践方面，越来越多的人学习英语是为了用英语与外国人进行口头交流。可见听力是非常重要的技能，然而听力课程可能又是非常难学和难教的。

本书旨在为听力教学提供背景信息和理论信息，并对策划听力活动和听力课程提出建议，以帮助学生发展听力技能和运用听力策略。全书共有五章。

第一章"定位听力"探讨了有关听力教学的主要问题——如何定位听力。本章从听力技能、听的结果和听的过程三个方面分析了听力的特点和意义。首先听力是一种技能。五种听力理解技能包括听细节、听主旨大意、推论、选听和预测。其次把听力看作是结果。结果，即听者在听懂后做些什么。最后把听力看作是过程。听力技能和听力结果固然重要，然而听力也包含一种心理活动，这一点很重要。

第二章"设计听力理解活动"通过完成不同类型的听力理解活动，让学生懂得听力既是技能和结果，也是过程。本章分析了了解听力活动结果的重要性，介绍了单向和双向（合作）听力活动。根据回答的类型，听力活动可以分为三种：短答、长答及拓展答。

第三章"听力活动的课堂教学"探讨听力课是怎样建立在听力活动和结果上的。本章介绍了听前活动和听后活动，并提供了四个听力课堂教学提纲样本，阐述了如何把

第二章中设计的听力理解活动运用到课堂上。听前活动可以分为两种主要类型：以语言为目的的活动和以知识为目的的活动。听后活动应该是交际结果和听力材料的延伸。

第四章"提高听力的元认知意识"从提高学生元认知意识的理论框架、听力日记、过程讨论和听觉活动四个方面探讨如何提高学生听力的元认知意识。

第五章"运用真实听力材料"探讨听力课多种来源的真实材料。本章介绍了真实材料类型，如视频、歌曲、文学作品、广播、交互光盘和万维网，以及挑选材料的标准，如语言难度，教学目的，听力材料的语音、语调、清晰度、主题，预想听众，长度和视觉支持等。

本书各章都设计了一些实用的任务，可以指导教师如何具体操作。只有认真完成任务，才能把本书阐述的新思想贯穿到听力课堂中，真正实现听力教学的飞跃。

Introduction

In recent years, listening comprehension has received increasing recognition as a language skill that ought to be researched and taught in its own right. Many language teachers give it systematic attention and listening activities are now central to many language teaching course books. Two key reasons exist for this development, one theoretical and the other practical. From a theoretical perspective, listening is seen as a vital means of linguistic input for language learners. Several theories derived from empirical research emphasise the important role listening comprehension plays in the early stages of language acquisition. From the practical point of view, more people are learning English to communicate orally with speakers of English outside their own countries.

Listening is an important skill, but it is probably the most difficult one to learn and teach. Successful listening for language learners depends on many factors, not least their background knowledge and their mental processing capacity. For learners, listening can be a stressful activity because it is transient and they are often unable to process quickly enough the information they hear. Teachers have the challenging task of helping students improve their ability in a language skill that is largely unobservable.

The aim of this book is to provide background and theoretical information about listening, and offer suggestions for planning listening tasks and lessons that help your students develop their listening skills and strategies. If the materials you are currently working with include listening activities, the ideas offered here will give you a framework for evaluating and using these materials. The suggestions will also be useful when you want to prepare supplementary materials. The discussions are based on work done in the teaching of English, but the ideas could be easily adapted for other languages.

Christine C. M. Goh

Contents

Thinking about Listening

Listening takes up as much as 50% of our everyday communication time. It is the main channel of classroom instruction and the most used language skill at work and at home. Many learners want to develop effective listening comprehension because it is crucial to their success in studies, business, careers and personal relationships. In this chapter we will consider some key issues related to teaching listening. We will discuss what it means when we teach listening by considering what the object of our instruction is. We will also be looking at ideas that have influenced thinking on learner listening in English language teaching. Specifically, this chapter will address the following aspects of listening:

- Listening as a skill
- Listening as a product
- Listening as a process
- Factors that influence learner listening

Task 1.1

Think of a time when you listened to someone give instructions and another time when you listened to a friend share a problem. In these two situations, did you listen in exactly the same way? How did you try to listen in each case? What did you do to show you had understood what was said?

LISTENING AS A SKILL

Purposeful listening

Communication scholars, Andrew Wolvin and Carolyn Coakely,

本小节列出五种不同目的的听力和五种听力理解技能。

identified five types of purposeful listening important for every individual. See Figure 1.1.

1.辨别的：指区别各种不
同的刺激。
2.听觉／视觉刺激

3.治疗的，有疗效的：这
种听力训练的目的是为
了给学生提供谈问题的
机会。

4.实现技能：又称微技能
(micro-skills)，启动技能
或局部技能(part skills)，
指完成一项综合性活动
所需的各种过程和能
力。

> ### Figure 1.1: Types of Purposeful Listening
>
> **Discriminative**[1]   Listening to distinguish auditory and/or visual stimuli[2]. It is basic to all listening purposes.
>
> **Comprehensive**   Listening to understand the message. It forms the foundation for listening thera-peutically, critically and appreciatively.
>
> **Therapeutic**[3]   Listening to provide someone the oppor-tunity to talk through a problem.
>
> **Critical**   Listening to evaluate the message.
>
> **Appreciative**   Listening to obtain enjoyment through the works and experiences of others.
>
> (Wolvin & Coakely, 1996)

In language classrooms, the teaching of listening often focuses on comprehensive listening, or listening comprehension, as it is more commonly known. Some attention is also given to discriminative listening, mainly in the area of perceiving the sounds of English and recognising individual words.

Listening comprehension skills

The key listening comprehension skills are listening for details, listening for gist, drawing inferences, listening selectively and making predictions. The term "enabling skills[4]" is sometimes used to refer to these skills.

Listening for details involves listening for specific information, such as key words and numbers. If a listener has to listen for many details, listening can become a very intensive and often tiring activity.

Listening for gist[1] means to listen for main ideas or for the "big picture". This is also called global listening[2] as the listener listens to get a general idea and not focus on supporting details. Experts say that this is the skill effective listeners employ most frequently.

Drawing inferences[3] is the ability to fill in gaps in the input. Sometimes speakers leave information out because they assume the listeners already know it or they are being deliberately ambiguous. This requires the listener to "listen between the lines". A listener may also miss some parts of the speech because of fatigue, noisy surroundings, distractions and the speaker's poor explanation.

Listening selectively[4] is to listen only to specific parts of the input. The decision on which parts to focus on will depend on the purpose for listening. This ability helps listeners to listen in a more relaxed manner, as they do not have to concentrate on everything said. However, listening selectively can lead to ineffective understanding if the listeners' purpose is coloured by their prejudices or bias.

Making predictions is the ability to anticipate before and during listening what one is going to hear. Clues for making predictions include contexts, co-text and visual input. Listeners tend to listen more purposefully and attentively when they make predictions because they want to find out if they have predicted correctly.

LISTENING AS A PRODUCT

Listening comprehension is frequently described in terms of outcomes, that is, what listeners do in order to demonstrate their understanding. Listening outcomes are stated as verbal and non-verbal responses. Figure 1.2 shows some examples of common listening outcomes found in language course books and syllabuses.

1. 听主旨

2. 整体听：听主旨大意，而不是细节。

3. 推论：在听的过程中根据其他知识、观点或判断得出的假设观点或作出的判断。

4. 选择性地听：根据活动要求，选听特定内容，而不是听全部内容。

本小节介绍听力结果的几种形式，并指出这些形式可作为检测听力理解的手段。

Figure 1.2: Examples of Listening Outcomes

Follow instructions

Organise and classify information

Take effective notes

Take dictation

Transfer information into graphic forms

Identify information in pictures

Reconstruct original text

Make appropriate oral responses

Presenting listening comprehension in terms of observable behaviours provides teachers with a tangible way of evaluating the success of lesson objectives and assessing how much their students have understood. However, in such an approach, attention is mainly on the product, which is often expressed as the number of correct or incorrect answers students get. On the part of the students, getting a large number of correct answers can be motivating. The converse is of course also true.

Task 1.2

Using the types of purposeful listening proposed by Wolvin & Coakely, can you think of situations when your students might need to listen in those different ways? What skills will they need to carry out those types of listening? What listening outcomes might you expect in each case?

LISTENING AS A PROCESS

We have so far considered two views of listening in language teaching, as a skill and as a product. While these are important, our understanding of listening will be incomplete if we overlook the fact that listening is, above all, a mental process. Many researchers argue that comprehension processes in one's first language and in the language that one is learning often differ only to the extent that the learners are constrained by linguistic

and sociolinguistic factors. It has also been shown that language learners often have less processing capacity in their working memory due to the above constraints.

A cognitive model for listening comprehension

Linguistic information is processed by a number of cognitive systems: attention, perception, and memory. The information is transformed in various systematic ways in the working memory and meaning is created by relating what is seen or heard to information stored in long term memory. It is generally agreed that our brain processes linguistic information in three ways (see Figure 1.3).

Figure 1.3: How Our Brain Processes Linguistic Information

Attend to signals (sounds or print) and identify them as words.
Process information in the most efficient way (such as processing a unit of information at a time or handling several simultaneously).
Draw on knowledge stored in the long term memory to act on the new information.

(Eysenck, 1993)

One way in which we may understand how some of these processes interact is to consider a model of language comprehension proposed by J. R. Anderson, a cognitive psychologist. According to this model, the comprehension process consists of three phases which represent different levels of processing: perception, parsing and utilisation (see Figure 1.4). These three phases are recursive and there are extensive overlaps.

Figure 1.4: A Three-phase Comprehension Model

Perception[1] (also called perceptual processing) is the encoding[2] of sound signals. Listeners hear and recognise sounds as words that they know. The aural information is

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1.知觉: 指用感官（视觉、听觉、触觉等）来识别和理解发生的事情、物体和刺激。

2.编码: 将信息转换为一套符号的过程，为交际行为的一部分。

stored for a very short time in the working memory. If it is not processed further, it will be permanently displaced by other incoming sounds.

Parsing[1] is the process by which an utterance is segmented according to syntactic structures or semantic (meaning) cues to create a mental representation of the combined meaning of the words.

Utilisation occurs when listeners relate mental representations of the input to existing knowledge stored in long term memory. They also make inferences or use the mental representation to respond to the speaker.

(Anderson, 1995)

Two views of listening: bottom-up and top-down[2]

Two views of comprehension pervade discussions about listening processes: bottom-up and top-down. Bottom-up listening refers to a process by which sounds are used to build up increasingly larger units of information, such as words, phrases, clauses and sentences before the aural input is understood. Such a view reduces listeners' role to that of passively receiving and storing audio input, not unlike a recording device. That listeners do not rely on the text alone for comprehension is now an established fact. Research has shown that listeners use background knowledge (schema) to analyse, interpret and store information. The term top-down processing is used to refer to this application of background knowledge for facilitating and enhancing comprehension.

It is generally believed now that both top-down and bottom-up processing occur at the same time in what is known as parallel processing[3] (Eysenck, 1993). In some instances, one type of processing might take precedence over the other, depending on the amount of practice an individual has had on a particular task.

1. 句子分析:指出句子的成分。

2. 人们在理解和学习语言的过程中分析和处理语言的方法有两种。一种为自上而下认识法(top-down process),即利用先前已有的知识来分析和处理所接收的信息;另一种是自下而上认识法(bottom-up process),指利用资料中已有的信息(单词、句子等)来逐步构建新的信息。

3. 并行处理:指用自上而下和自下而上两种处理方法同时或平行进行地处理信息。